

Social Psychology

7.1 Module Overview									
Module Number		Module Title	Social Psychology						
Stage of Principal Programme			2	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> independent reading, engagement with VLE, research and preparation of assessments 					✓	97			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer/Tutor	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	30%	Proctored Exam – in person	70%	Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Describe the characteristics and functions of attitudes and behaviour.	1, 3
2. Demonstrate an understanding and evaluative appreciation of prejudice and discrimination.	2, 5

3. Examine theories of social influence, social interaction and social cognition.	2, 4
4. Describe and discuss theories of attraction and relationship development.	5
5. Critically evaluate the concept of prosocial behaviour in humans and animals.	1, 6

7.3 Indicative Module Content, Organisation and Structure

The aims of the Social Psychology module are to provide the learner with a deep understanding of how thoughts, feelings and behaviours can be shaped by the real or imagined presence of others. The objectives of this core module are to introduce the learner to the ways human beings think about their social worlds, how human beings read and try to make sense of other people, to understand the functions of attitudes and behaviours, to recognise the effects of prejudice and discrimination and to appreciate concepts such as prosocial behaviour, aggression, conformity and obedience.

Over the course of 12 weeks, the learner will cover a range of topics such as (but not exclusively),

What is Social Psychology?

- What are the basic concerns of Social Psychology?
- Research Methodologies in Social Psychology
- Problems when Conducting Real World Research.
- Conformity, Obedience, and Compliance
- Asch's Line Study
- Milgram's Obedience Study

Social Cognition: Thinking about the Social World

- Making sense of the Social World
- Social Information Processing: How Do We Do It?
- Schemas-Cognitive Organisers
- Are we Cognitive Misers?

Understanding People: Social Perception

- Nonverbal Communication (NVC) and its Functions
- Theories and Concepts of NVC
- Implicit Personality Theories: Why we all love Tom Hanks
- Causal Attributions: Why it's always You and Not Me
- Accuracy of our Attributions and Impressions

Attitudes and Behaviours

- The Characteristics of an Attitude
- How an Attitude is Formed
- Functions of Attitudes
- Can Attitudes Change?
- Festinger's Cognitive Dissonance Theory
- When can an Attitude Predict Behaviour?

Intergroup Relations, Prejudice and Discrimination

- What is Prejudice?
- What is Discrimination?
- Causes of Prejudice
- Can Prejudice Be Lessened?
- Sherif's summer camp studies
- Social Identity Theory
- Reducing Gender Discrimination

Interpersonal Relationships

- Elements of Attraction
- Theories of Attraction
- Relationship Development

- Close Relationships
- Problem Relationships

Prosocial Behaviour

- Defining Prosocial Behaviour and Altruism
- The Bystander Effect
- Explaining the Motives behind the Behaviours (9/11)
- Characteristics of Helpers
- Situational Determinants of Helping
- What impedes and Altruistic Behaviour?
- The Psychology of Receiving Help

Aggression

- Defining Aggression
- Theories of Aggression
- Biological substrates to Aggression
- What Provokes Aggression?
- Violence and Media
- Family Violence
- Personality and Violent Tendencies
- Controlling and Preventing Violence

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

There are requirements for the psychology learner to have access to statistical packages for psychological research in the psychology lab, such as SPSS and NVIVO. These licenses and packages are provided to the learners in the College.

7.6 Application of programme teaching, learning and assessment strategies to this module

This module will be delivered over 12 weeks, which consists of lectures (12) and tutorials (each learner will have 4 tutorials). The lecturer and tutor utilise research informed theories, analysis and critique in delivering the content. Tutorials provide an opportunity for learners to engage in discussion and develop their critical thinking and research skills. Group work in tutorials also provides opportunity to apply psychological theories and research to real world scenarios.

Assessments for this module consist of an in-class MCQ and short answer assessment worth 30%- and two-hour exam worth 70%.

In-class assessment.

The in-class assessment will be a Multiple-Choice Quiz and short answer assessment (weighted at 30%) will be an assignment to examine the learners' knowledge of the module content. Learners have the opportunity to demonstrate understanding of material and ability to compare, contrast and critique psychological theories (MIMLOs 1, 2, 4).

Exam

The exam (weighted at 70%) consists of four exam questions, of which the learners must answer any two questions. The exam maps onto the minimum intended module learning outcomes (1, 2, 3, 4). The two-hour

proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique the core psychological theories related to child developmental psychology to showcase their learning and understanding (MIMLOs 1, 2, 3, 4, 5).

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-5	Proctored Exam	70%
1, 2, 4	Multiple Choice Quiz	30%

7.8 Sample Assessment Materials

Multiple-Choice Quiz: Learners must answer 40 multiple-choice questions, all based on module content., e.g.,

Conformity and obedience are similar in that they both:

- a) Relate to a change in behaviour
- b) Relate to an implicit norm
- c) Relate to a direct order
- d) All of the above

Exam: The exam (weighted at 60%) consists of four exam questions, of which the learners must answer any two questions. The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique the core psychological theories related to child developmental psychology to showcase their learning and understanding (MIMLOs 1, 2, 3, 4, 5)

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Aronson, E., Wilson, T. D. & Akert, R. M., (2020). *Social Psychology: Global Edition*, (10th ed.). Pearson.

Baron, R. S. & Kerr, N. L. (2003). *Group Process, Group Decision, Group Action*, (2nd ed.). McGraw-Hill.

Clarke, D. (2003). *Pro-social and Anti-social Behaviour*. Routledge.

Indicative Other Resources:

Forsyth, D.R. (2019). *Group Dynamics*, (7th ed.). Wadsworth Publishing

Stangor, C. (2016). *Social Groups in Action and Interaction*, (2nd ed.). Psychology Press.

Recommended Viewing:

TED Talks-Variou Social Psychology Researchers